

# Measuring Status and Change in NAEP Inclusion Rates of Students With Disabilities

## IDAHO Fact Sheet

### Key terms for tables and figures

**Benchmark:** a predicted inclusion rate for a state computed from the probability of inclusion of each student in that state based on the student's disability characteristics.

**Nation-based approach:** uses national averages to set benchmark inclusion rates for each type of student.

**Jurisdiction-specific approach:** uses averages in each jurisdiction to set benchmark inclusion rates for each type of student for that jurisdiction.

**Status:** the inclusiveness of a state or jurisdiction is measured by the difference between its actual inclusion rate and its nation-based benchmark inclusion rate in a given year.

**Change:** measured by change over time in the difference between a state's actual and benchmark inclusion rate. If a state is 1 point above its benchmark for inclusion in 2007 and 5 points above its benchmark in 2009 (and that change, 4 points, is statistically significant from zero) it is said to have become more inclusive from 2007 to 2009.

For additional information, refer to the report and documentation at:

<http://nces.ed.gov/nationsreportcard/studies/inclusion/>.

**Table 1. Nation-based change measures for the inclusion of public school students with disabilities who are not English language learners in Idaho: 2005-07, 2007-09, and 2005-09**

Mathematics Grade 4			
	2005	2007	2009
Actual inclusion rate	92.2	86.3	89.9
Benchmark inclusion rate	81.3	83.1	85.2
Status	10.9	3.2	4.6
Change: 2005-07, 2007-09		-7.6*	1.4
Change: 2005-09			-6.2*

Reading Grade 4			
	2005	2007	2009
Actual inclusion rate	72.2	77.2	74.2
Benchmark inclusion rate	65.0	71.7	70.8
Status	7.2	5.5	3.4
Change: 2005-07, 2007-09		-1.7	-2.1
Change: 2005-09			-3.8

Mathematics Grade 8			
	2005	2007	2009
Actual inclusion rate	86.3	86.6	85.1
Benchmark inclusion rate	77.5	79.0	79.0
Status	8.8	7.6	6.1
Change: 2005-07, 2007-09		-1.2	-1.5
Change: 2005-09			-2.8

Reading Grade 8			
	2005	2007	2009
Actual inclusion rate	81.5	74.9	80.2
Benchmark inclusion rate	70.0	75.8	73.1
Status	11.5	-0.8	7.1
Change: 2005-07, 2007-09		-12.3*	7.9*
Change: 2005-09			-4.4

\* Statistically different from zero ( $p < .05$ )

NOTE: A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table1.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics and Reading Assessments.

**Table 2. Jurisdiction-specific change measure for the inclusion of public school students with disabilities who are not English language learners in Idaho: 2005-07, 2007-09, and 2005-09**

Mathematics Grade 4			
	2005-07	2007-09	2005-09
Change	-6.8*	3.1	-3.7

Mathematics Grade 8			
	2005-07	2007-09	2005-09
Change	0.8	-1.8	-1.0

Reading Grade 4			
	2005-07	2007-09	2005-09
Change	1.3	1.2	2.5

Reading Grade 8			
	2005-07	2007-09	2005-09
Change	-7.2	8.0	0.8

\* Statistically different from zero ( $p < .05$ )

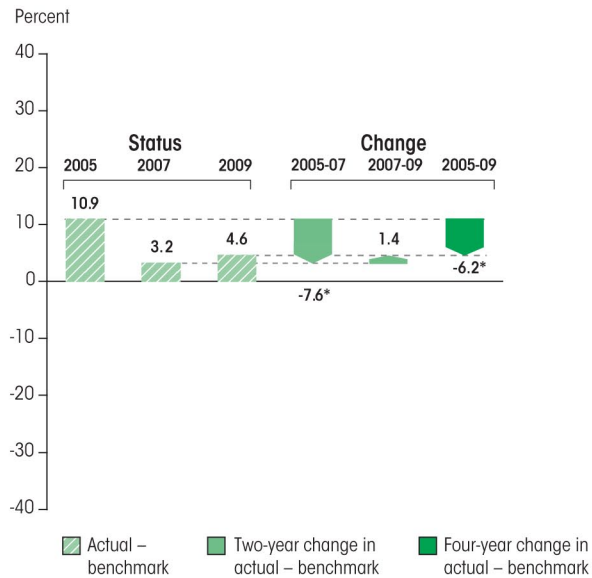
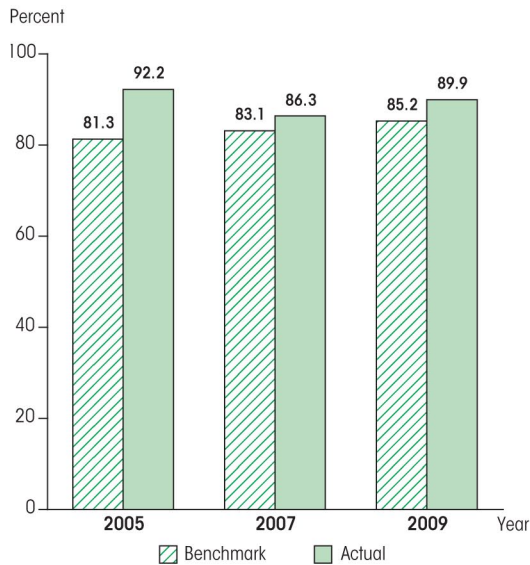
NOTE: A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table2.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics and Reading Assessments.

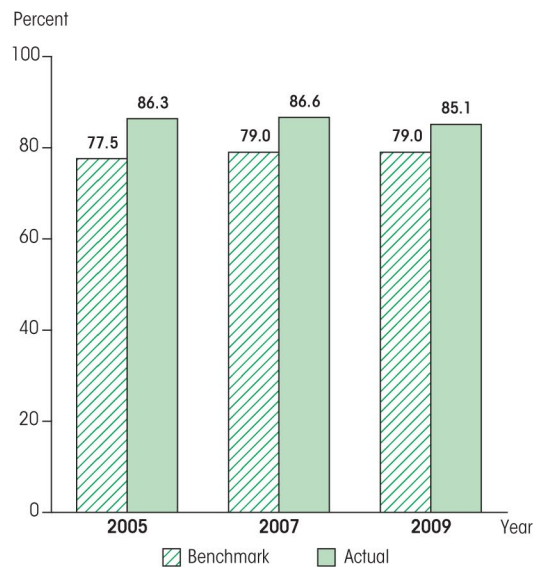
# Nation-based Approach—Mathematics Results

Figure 1. Nation-based benchmark and actual inclusion rates, status and change measures of public school students with disabilities who are not English language learners in Idaho, mathematics: 2005, 2007, and 2009

## Grade 4



## Grade 8



\* Statistically different from zero ( $p < .05$ )

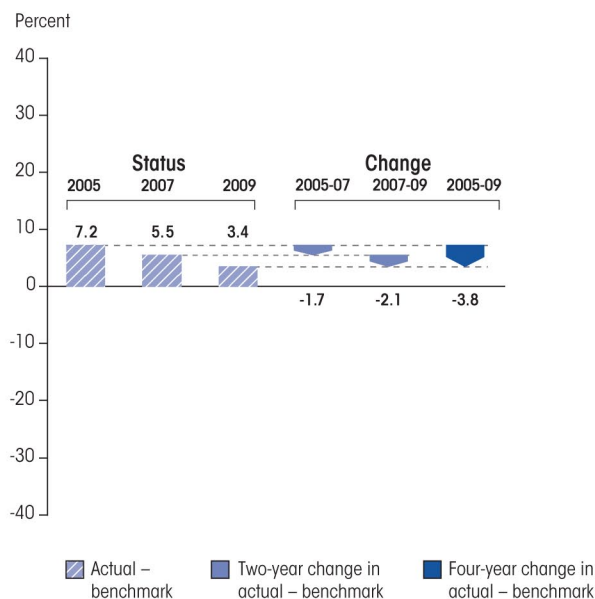
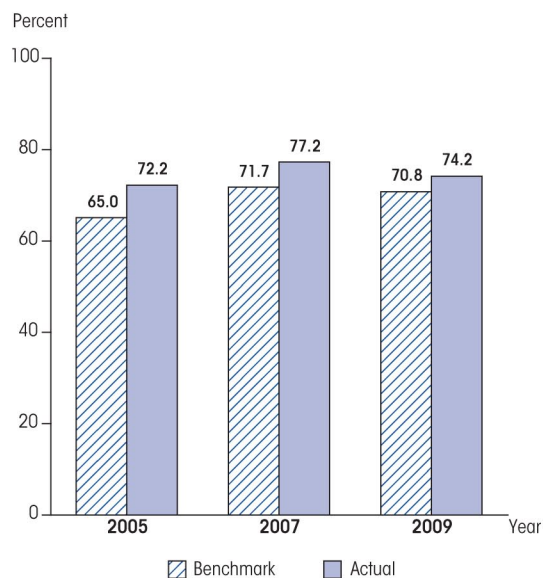
NOTE: Significance tests were performed only for the change measures. A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table1.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics Assessments.

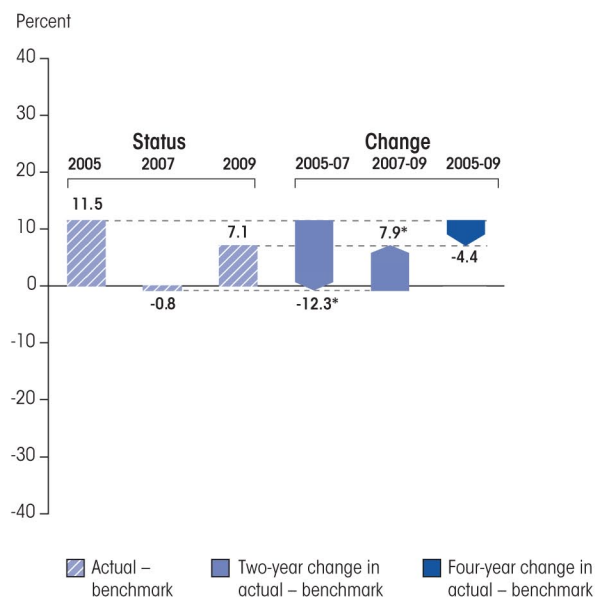
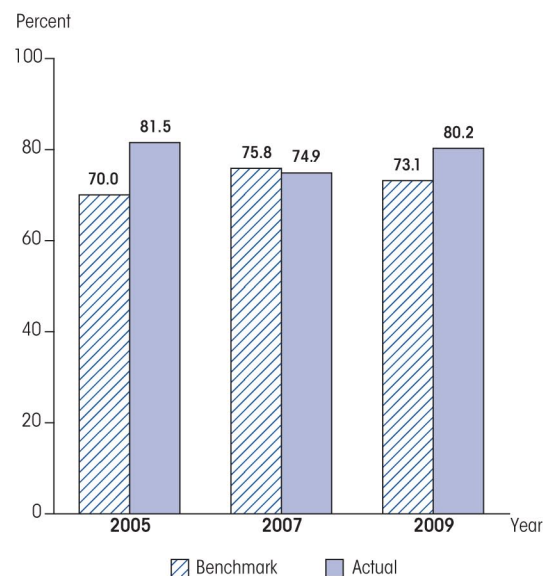
# Nation-based Approach—Reading Results

**Figure 2. Nation-based benchmark and actual inclusion rates, status and change measures of public school students with disabilities who are not English language learners in Idaho, reading: 2005, 2007, and 2009**

## Grade 4



## Grade 8



\* Statistically different from zero ( $p < .05$ )

NOTE: Significance tests were performed only for the change measures. A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/table1.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Reading Assessments.

# Student Characteristics

Figure 3. Percentage of public school students with disabilities who are not English language learners identified with a given characteristic in Idaho compared to those in the nation, mathematics grade 4: 2005, 2007, and 2009



NOTE: A supporting table containing the information in this exhibit can be found at <http://nces.ed.gov/nationsreportcard/studies/inclusion/figure3.asp>

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) 2005, 2007, and 2009 Mathematics Assessments.